

HARBISON WEST ELEMENTARY

257 Crossbow Drive
Columbia, SC 29212

GRADES PK-5 Elementary School

ENROLLMENT 505 Students

PRINCIPAL Secaida D. Howell 803-732-8375

SUPERINTENDENT Dr. Dennis O. McMahon 803-732-8000

BOARD CHAIR Cindy Sweigart 803-898-0096

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	64	21	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes

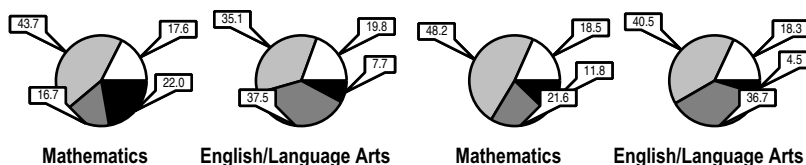
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)
Our School
Elementary Schools with Students like Ours

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	300	99.0	17.8	36.0	38.4	7.9	56.2	Yes	Yes
Gender									
Male	150	99.3	20.8	38.4	36.0	4.8	50.4		
Female	150	98.7	14.5	33.3	41.0	11.1	62.4		
Racial/Ethnic Group									
White	110	98.2	10.6	24.5	48.9	16.0	70.2	Yes	Yes
African-American	169	99.4	24.2	43.9	30.3	1.5	43.2	Yes	Yes
Asian/Pacific Islanders	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	12.5	37.5	50.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	256	99.6	11.8	36.5	42.7	9.0	62.1		
Disabled	44	95.5	58.1	32.3	9.7	0.0	16.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	300	99.0	17.8	36.0	38.4	7.9	56.2		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	294	99.0	17.4	36.1	38.6	7.9	56.4		
Socio-Economic Status									
Subsidized meals	168	98.8	26.0	45.7	26.8	1.6	38.6	Yes	Yes
Full-pay meals	132	99.2	8.7	25.2	51.3	14.8	75.7		

Mathematics - State Performance Objective = 15.5%									
All Students	300	100.0	17.6	43.7	16.7	22.0	54.7	Yes	Yes
Gender									
Male	150	100.0	19.0	43.7	14.3	23.0	54.0		
Female	150	100.0	16.0	43.7	19.3	21.0	55.5		
Racial/Ethnic Group									
White	110	100.0	13.5	28.1	19.8	38.5	68.8	Yes	Yes
African-American	169	100.0	21.1	57.1	12.8	9.0	42.1	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	25.0	25.0	37.5	12.5	0.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	256	100.0	11.3	45.3	18.9	24.5	60.8		
Disabled	44	100.0	57.6	33.3	3.0	6.1	15.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	300	100.0	17.6	43.7	16.7	22.0	54.7		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	294	100.0	17.2	43.9	16.8	22.1	54.9		
Socio-Economic Status									
Subsidized meals	168	100.0	21.7	58.1	10.1	10.1	39.5	Yes	Yes
Full-pay meals	132	100.0	12.9	27.6	24.1	35.3	71.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	105	100.0	15.6	33.3	43.3	7.8	51.1
	Grade 4	106	100.0	20.6	39.2	39.2	1.0	40.2
	Grade 5	111	100.0	30.0	53.0	17.0	N/A	17.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	81	100.0	10.4	31.2	41.6	16.9	58.4
	Grade 4	109	98.2	25.5	36.7	35.7	2.0	37.8
	Grade 5	110	99.1	22.3	38.8	35.0	3.9	38.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	105	100.0	15.6	41.1	26.7	16.7	43.3
	Grade 4	106	100.0	16.5	38.1	26.8	18.6	45.4
	Grade 5	111	100.0	27.0	35.0	20.0	18.0	38.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	81	100.0	22.1	36.4	19.5	22.1	41.6
	Grade 4	109	100.0	28.0	45.0	17.0	10.0	27.0
	Grade 5	110	100.0	13.5	47.1	10.6	28.8	39.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 505)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	0.9%	Down from 1.7%	2.6%	2.7%
Attendance rate	96.7%	Up from 95.9%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.5%		4.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	7.7%		3.0%	3.5%
Eligible for gifted and talented	22.6%	Down from 23.2%	16.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.2%	Up from 7.6%	8.8%	8.2%
Older than usual for grade	0.2%	Down from 0.5%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 54)				
Teachers with advanced degrees	55.6%	Up from 52.6%	52.1%	51.4%
Continuing contract teachers	92.6%	Up from 86.0%	90.1%	87.5%
Highly qualified teachers**	97.8%	N/A	94.7%	95.0%
Teachers with emergency or provisional certificates	2.1%		0.0%	0.0%
Teachers returning from previous year	83.6%	Down from 86.2%	88.8%	86.7%
Teacher attendance rate	94.5%	Down from 95.4%	95.0%	94.9%
Average teacher salary	\$42,170	Up 3.0%	\$40,928	\$40,760
Prof. development days/teacher	14.8 days	Up from 11.4 days	12.2 days	12.4 days

School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 17.8 to 1	19.7 to 1	18.9 to 1
Prime instructional time	89.6%	Down from 90.3%	90.1%	90.0%
Dollars spent per pupil*	\$7,834	Up 14.9%	\$5,728	\$6,044
Percent of expenditures for teacher salaries*	65.3%	Down from 70.1%	65.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.9%	Up from 93.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.5%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year was another exceptional one for Harbison West Elementary School and Lexington/Richland School District Five. Our students and staff worked tirelessly to be the best.

As long as we have been at Harbison West Elementary, we continue to be impressed by our teaching talent, student motivation and enthusiasm, and parent involvement. Each of these groups has made Harbison West Elementary a shining star, and we are truly proud of this. There is no doubt in our minds that our school would not be as successful if we did not have the support of our school board and community.

Your support of our quest to become an International Baccalaureate (IB) Primary Years Programme School has been remarkable. Let us assure you again that this is money well spent. We are amazed at the kinds of instruction and learning that took place in our classrooms this past year as a result of our IB implementation. The elementary IB program is a rigorous course of study centered around six essential units: Who are we?, Where are we in place and time?, How do we express ourselves?, How does the world work?, How do we organize ourselves? and disciplines students study each day. In addition to these units, elementary International Baccalaureate students are expected to exhibit the following character traits: Inquirers, Thinkers, Communicators, Risk-takers, Knowledgeable, Reflective, Well-balanced, Open-Minded, Caring, and Principled.

Each of our teachers has received all necessary training to implement the IB program.

Again, thank you for all you do to make Harbison West Elementary School the best. We are also proud to be named a State Department of Education Red Carpet School. This award is bestowed upon schools that have proven themselves to be effective in community relations. We have worked hard on this and are happy to be recognized for our efforts.

We are proud to be your school's Principal and School Improvement Council Chairperson.

Secaida D. Howell, Ph.D., Principal and Barbara Waldman, Ph.D., SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	51	94	34
Percent satisfied with learning environment	86.3%	85.1%	93.9%
Percent satisfied with social and physical environment	91.8%	76.6%	76.5%
Percent satisfied with home-school relations	68.0%	90.4%	88.2%

*Only students at the highest elementary school grade level at this school and their parents were included.